

UNIT INFORMATION

UNIT CODE	SO352	
UNIT NAME	Culturally Sensitive and Inclusive Practice	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Human Services Bachelor of Counselling	
DURATION	One Semester	
LEVEL	Advanced	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Rodwell Manzanga	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation for intensive	55 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
PREREQUISITES / COREQUISITES / RESTRICTIONS	Bachelor of Human Services: 40 credit points Bachelor of Counselling: CO223 Ethics in Counselling	

RATIONALE

An awareness and understanding of cultural issues are essential for effective client engagement in the Helping Professions. Counsellors and human services practitioners from across the spectrum often work with diverse groups of people both within Australia and overseas and effective practice requires them to understand and respond to those who differ from them in numerous ways including language, tradition, religion, ethnicity, socio-economic status, gender, sexual orientation, and disability. As such this unit will expose students to the skills and approaches required for practice which is sensitive and inclusive of a broad range of individuals and community groups, taking into consideration Christian worldview perspectives. Special consideration will be given to working effectively with Indigenous children, families, and communities. The negative impacts of racial and economic disadvantage and a series of past government policies, including segregation, displacement and separation of families has contributed to the mistrust held by Aboriginal and Torres Strait Islander people towards government and non-government services and systems. Culturally competent practices and strategies will help ensure cultural competence.

LEARNING DELIVERY PROCESS

This is an internal & external unit, so all learning outcomes will be addressed through the Learning Modules on Moodle available through the CHC website.

There are twelve Learning Modules in SO352 to align with each week of the Semester. In each Learning Module, you will find:

- An outline of the week's content which you can read. Where available recordings of lectures will be uploaded on Moodle.
- Slides of the key points for that module and how the link to the assessment tasks will be posted regularly.
- Three to four essential readings, podcasts or videos to watch that address the learning outcomes.
- Up to four additional readings, podcasts or videos that provide more background on the topics within the Learning Module or allow you to go deeper if you desire.

Some guidelines for getting the most out of the Learning Modules:

- Do the readings. This unit is an advanced level unit that aims to prepare you to work in family support and child protection. The readings have been chosen to maximise understanding and will provide you with a good base to complete the three assessment tasks.
- Work through the Learning Modules in order. SO352 is designed to be completed in order, if you skip weeks you may find you've missed something important.
- Focus on the interaction between theory and practice. In this unit we are looking at theory in the context of current and emerging issues families face. You will need to be able to relate "what" is good practice in this field with the "why".

Ask if you need help. The best way to make contact is by email but recognise that it may take up to 72 hours for you to receive a response.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

CONTENT

- 1. Cultural Competence:**
 - a. Concept of cultural competency across the disciplines.
 - b. Rationale for developing cultural competence.
 - c. Introduction to assessment and measure of cultural competence.
- 2. Defining culture – Subcultures, cultural identity, knowledge and integration:**
 - a. Definitions of culture, subcultures.
 - b. Cultural identity.
 - c. Knowledge and integration.
- 3. Hofstede's Theory of Cultural Dimensions:**
 - a. Five dimensions of culture.
 - b. Criticisms of Hofstede.
 - c. Application of Hofstede's framework for the helping professions.
 - d. Designing Interview Questionnaire.
- 4. Models of culturally sensitive and inclusive practice:**
 - a. Cultural humility.
 - b. Cultural safety.
 - c. Cultural competency.
- 5. Culturally sensitive assessments:**

- a. Social justice and assessments.
 - b. Effective verbal and non-verbal communication styles.
 - c. Incorporating scientific inquiry to clinical inquiry.
 - d. The use of silence.
 - e. Evidence-based intake practices.
- 6. Skills of culturally sensitive and inclusive practice:**
- a. The four dimensions of Cultural Intelligence (CQ).
 - b. Capability to think strategically about culture and cultural differences.
 - c. Knowledge about how cultures are similar and how they are different.
 - d. Motivation to function effectively in culturally diverse settings.
 - e. Capability to change Behaviour.
- 7. Religious diversity, spirituality, faith and inter-faith dialogue:**
- a. The Australian landscape (Major religions).
 - b. CALD community groups.
 - c. Religion as a cultural value.
 - d. How people value their religion.
 - e. When religion is negative.
 - f. Spirituality versus religion.
 - g. Inter-faith dialogue & the human services practitioner.
- 8. Inclusive practice with people from Indigenous Australian cultures:**
- a. Indigenous Australian history.
 - b. The history of colonisation and its social, economic and psychological effects.
 - c. Influences of dominant culture - racism, power and whiteness.
 - d. Aboriginal culture – land, Kinship and Identity, spirituality.
 - e. Contemporary Indigenous societies.
 - f. The role of human service or counselling professionals – skills and personal qualities.
- 9. Inclusive practice with members of the LGBTQI+ community:**
- a. Terms and definitions.
 - b. Inequalities in helping and health care services to LGBTQI+ populations.
 - c. Discrimination.
 - d. Safety issues and special consideration for LGBTQI+ clients.
 - e. Developing cultural competence in caring for LGBTQI_ clients.
- 10. Inclusive practice with people with a disability (including those experiencing mental illness):**
- a. People with disability in Australia.
 - b. Past and present perceptions towards disability.
 - c. Changing community attitudes towards greater inclusion of people with disabilities.
 - d. Counselling and human services practice for disabled and those affected by disabilities.

LEARNING OUTCOMES

On completion of this unit students will have provided *evidence* that they have:

1. Identified key dimensions of culture using Hofstede's Theory of Cultural Dimensions.
2. Reflected on their own cultural competency and the implications of this awareness for effective practice.
3. Identified and developed skills and strategies for culturally sensitive and inclusive practice in their field of study (e.g. counselling, human services, or social work) that includes Christian worldview perspectives.
4. Demonstrated culturally sensitive and inclusive practice during a client interview.
5. Discussed experiences and issues faced by members of minority cultures and subcultures within Australian society.
6. Demonstrated knowledge and understanding of the diverse cultural dynamics that exist within Aboriginal families and communities.

- Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

ASSESSMENT TASKS

TASK 1: CULTURAL COMPETENCY REPORT

Using the sample cross-cultural competency self-assessment tools completed in class, critically reflect on the results showing insight and awareness of specific theory driven ways to enhance competency in your intended profession.

Word Length/Duration: 2,000 words
 Weighting: 30%
 Learning Outcomes: 1-2, 7
 Assessed: Week 4

TASK 2: REPORT ON AN INTERVIEW

Participate in a respectful and meaningful conversation with a person who identifies with a different primary culture and/or subculture to your own. This should be for a minimum of 30 mins and digitally recorded for the purposes of your reflection. A video is not required. Critically reflect on the conversation in terms of theory and skills applied, personal and professional application and Christian worldview perspectives. This report must include a discussion of Hofstede's Cultural dimensions. A template will be provided in class to structure the reflection.

Word Length/Duration: 1,500 words
 Weighting: 30%
 Learning Outcomes: 1-5, 7
 Assessed: Week 10

TASK 3: RESEARCH ESSAY

Explore some of the central characteristics of Indigenous Australian cultures such as Kinship and Identity, the history of colonisation, and influences of dominant culture, the social, economic and psychological effects of colonisation for Indigenous Australians, racism, power and whiteness, contemporary Indigenous societies, and the role of human service or counselling professionals in contemporary contexts.

Word Length/Duration: 2,000 words
 Weighting: 40%
 Learning Outcomes: 1, 3, 5-7
 Assessed: Week 14

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	CHC Graduate Attributes	PACFA Course Objectives
Task 1	2,7	3,5	3, 4	C
Task 2	1,3,4,5,7	1,2,6,9,10	1, 3, 8	C, D, F
Task 3	3,6,7	4,5,7	1, 2, 3, 4, 6, 8	D, E, G, H, I

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Nil.

RECOMMENDED READINGS

BOOKS

- Arthur, N. (2018). *Counselling in Cultural Contexts*. Cham, CH: Springer International Publishing
- Canda, E.R. & Furman, L.D. (2019). *Spiritual diversity in social work practice: The heart of helping (3rd ed.)*. New York: Oxford University Press.
- Cousins, Linwood. (2014). *Encyclopedia of Human Services and Diversity*. Thousand Oaks: SAGE
- Fawcett, M.L., & Evans, Kathy M. (2013). *Experiential approach for developing multicultural counselling competence*.
- Gain, C. (2010). *Equality and Diversity in Social Work Practice*. Thousand Oaks, CA: SAGE.
- Gill, C.S. & Freund, R.R. (2018) *Spirituality and Religion in Counseling: Competency-Based Strategies for Ethical Practice*, New York, NY: Routledge
- Hofstede, G. (2001). *Culture's consequences: comparing values, behaviors, institutions, and organizations across nations. (2nd ed.)*. Thousand Oaks, CA: SAGE.
- Kampfe, C. M., Gaston, B. E. (2015). *Counseling older people: opportunities and challenges*. Alexandria, VA: American Counseling Association.
- Klingenberg, A., Luetz, J.M., & Crawford, A. (2018). Mitigating developmental crises for migrants from South Africa: The role and significance of 'sense of belonging'. *Psychotherapy and Counselling Journal of Australia (PACJA)*, 6(1). <http://pacja.org.au/?p=4581>
- Nelson, W., Fowler, C.F., Luetz, J.M. (2020). Intercultural Education for Intercultural Competence: A New Kind of Literacy for Sustainable Development, In Leal Filho W; Marisa Azul A; Brandli L; Gökcin Özuyar P; Wall T. (Eds.) *Quality Education*. Cham, Switzerland: Springer Nature.
- Orozco, G., Lee, W. M. L., Blando, J., & Shooshani, B. (2014). *Introduction to multicultural counseling for helping professionals (3rd ed.)*. New York, NY: Routledge.
- Sue, Derald Wing, Rasheed, Mikal N., Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice (2nd ed.)*. Hoboken, NJ: Jossey-Bass.
- VanDrunen, D. (2010). *Living in God's two kingdoms: A biblical vision for Christianity and culture*. Wheaton, IL: Crossway Books.

JOURNALS

- Journal of Cultural Studies*
Journal of Cultural Diversity

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE

